

Curriculum Overview for English – Year 7 – We will study four units of work over the academic year – to encourage deeper learning and address individual student understanding and application of skills covered.

Unit 1: Literary Fiction

Unit 2: Fantasy Narrative Writing

Unit 3: Poetry Around the World

Unit 4: What Makes Us Human

Unit 5: Empire and Shakespeare's The Tempest

When?	What?	Why?	How?	Support
<p>Unit 1: Literary Fiction: Dracula</p>	<p>Students will read Dracula and will be reading the text and working with key extracts to develop understanding of context, characterisation and genre of gothic literature.</p> <p>Throughout the unit, students will have opportunities to build key skills in English such as: retrieving evidence, inference, analysis and learning how to make links between text and context.</p>	<p>This unit introduces vital skills used for the study of all texts at all key stages: retrieving textual evidence, analysing the effects of language and considering the influence of context and genre.</p> <p>Students will be developing an understanding of plot but also working with specific extracts to identify the authorial style and key features.</p>	<p>Students will be looking at a range of extracts, analysing and evaluating the writer's language choices.</p> <p>There will be opportunities to complete extended writing tasks linked to the core text and gothic genre.</p>	<p>All students would benefit from research on the gothic genre, and wider reading of texts in the genre. Ultimately, reading a selection of works by different authors is important.</p> <p>Students should aim to read a range of fiction and non-fiction texts as part of their independent reading.</p> <p>Encourage your child to research their novel before and during studying.</p> <p>Revisit and revise the Key Knowledge document throughout the unit.</p>
<p>Unit 2: Writing Wizards: Crafting Fantasy Narratives</p>	<p>During this unit, students will practise the <i>process</i> of writing. Students will be given opportunities to carefully plan, craft and edit their own fantasy narrative writing, using extracts from a range of fantasy writing as stimulus for their own writing. As such, students will develop an understanding of generic and character conventions within the fantasy genre.</p>	<p>Students will build key narrative and descriptive writing skills. They will develop the ability to craft language and structural features to create compelling creative writing.</p> <p>This unit, which encourages close-up crafting, will support students to think closely about the content, organisation and technical aspects of their writing.</p>	<p>Students will use fantasy writing extracts as they develop the ability to craft their writing with attention to detail.</p> <p>Across the unit, there will be opportunities for students to craft sentences, punctuation and paragraphs for effect. They will be encouraged to craft language and structure to create a successful piece of narrative writing, evaluating the effectiveness of their choices as writers. Students will learn the value of planning,</p>	<p>Any creative writing that students complete at home will enrich the writing they do in class. Writing journals are an excellent way to jot down story ideas, invent characters and even draw pictures of potential story settings!</p> <p>Students are encouraged to read a range of fiction and non-fiction texts, as this will support their writing in many ways (e.g. expanding vocabulary, generating ideas etc).</p> <p>The Literacy Shed (www.literacyshed.com) contains a</p>

			drafting and editing their writing. Ultimately, students will develop their ability to write independently and originally, whilst also considering generic conventions.	wide-range of thought-provoking images that work as excellent writing prompts. Revisit and revise the Key Knowledge document throughout the unit.
Unit 3: Poetry Around the World	<p>During this unit, students will build familiarity with poetic techniques as they explore a range of poetry from around the world.</p> <p>Students will have repeated opportunities to analyse and evaluate the effect of key poetic features, whilst also considering the feelings, emotions and ideas expressed across the poems in the unit.</p>	<p>This unit will broaden and deepen students' understanding of poetry across different cultures. It encourages an appreciation of how language and structure can be used in poetry to create meaning.</p> <p>This unit encourages students to form opinions about poetry, and engage with the ideas, emotions and viewpoints throughout the unit</p> <p>This unit builds analytical skills and cultural capital with challenging, diverse and high-quality Literature</p>	<p>Students will study a range of poems.</p> <p>Students will closely analyse language choices and evaluate the effect on the reader. They will learn to develop and support their opinions about a range of poetry.</p>	<p>A familiarity with a range of poetry would be beneficial. The timeline anthology on the 'Poetry By Heart' website (www.poetrybyheart.org.uk) is an excellent basis for discovering a wide-range of poetry.</p> <p>Revisit and revise the Key Knowledge document throughout the unit.</p>
Unit 4: What Makes Us Human?	<p>This unit encourages students to think conceptually and deeply about big ideas and questions: the biggest question being 'What Makes Us Human?'</p> <p>Students will develop the ability to understand viewpoints in non-fiction texts including biographical and autobiographical extracts.</p> <p>Students will be encouraged to articulate their own ideas on a range of topics.</p> <p>Students will be given opportunities to explore and analyse a range of non-fiction material to identify key</p>	<p>In this unit students will continue to consolidate and develop analysis skills, whilst also forming their own opinions in order to respond successfully to topics and issues raised across the unit. This unit helps students to build an awareness of purpose and audience.</p> <p>This unit offers opportunity to engage in meaningful discussion about humanity, ethical issues and the world around us - it promotes personal and cultural enrichment.</p>	<p>Students will be looking at a variety of non-fiction texts, recapping language techniques that can be used to analyse and evaluate the success of non-fiction texts.</p> <p>They will produce their own version of texts.</p>	<p>Encourage students to read widely:</p> <ul style="list-style-type: none"> ● newspaper articles/ magazines ● Biography/ autobiography ● travel writing ● information texts <p>as more experience with these texts will be of benefit.</p> <p>Revisit and revise the Key Knowledge document throughout the unit.</p>

	<p>features of their construction. Students will work towards using autobiography conventions in their own writing.</p>			
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<p>Unit 5: Empire and The Tempest</p>	<p>Students will develop an understanding of Shakespearean language and Shakespeare’s works through the study of character and theme.</p> <p>They will also be furthering their understanding of play scripts and their key conventions. Students will learn how to link context to text as they explore key scenes, characters and themes.</p>	<p>In this unit, students are given opportunities to explore how context affects the portrayal of characters.</p> <p>Students will be encouraged to think conceptually and deeply about how people treat each other.</p> <p>Students will learn to evaluate the success of character portrayal within the text, and also engage creatively.</p>	<p>Students will read and consider key extracts from the play, with particular attention to the presentation of character and theme.</p>	<p>Watching Shakespeare plays in performance is one of the best ways to develop understanding of his work.</p> <p>Research on Shakespeare’s life and Elizabethan England will also be hugely helpful.</p> <p>Reading play texts generally will build understanding of the form (e.g. the use of stage directions).</p> <p>Revisit and revise the Key Knowledge document throughout the unit.</p>
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Writing Skills

<p>Within each unit of work students will:</p> <p>Learn spellings and practise punctuation and grammar to support their progress.</p> <p>Develop their own individual writing style and voice.</p>	<p>Students will be drawing on their work throughout the year, such as their analysis and understanding of language and control of sentences.</p> <p>Students will be experimenting with different writing styles, different audiences and different purposes.</p>	<p>Students will develop the ability to write clearly, imaginatively and effectively via a range of fiction and non-fiction forms and purposes. This will develop individual writing style and voice.</p> <p>This will develop confidence in writing, along with writing stamina and the enjoyment that writing offers.</p>	<p>Students will then need to analyse their own work to identify language and structural features.</p> <p>They will need to use various creative writing prompts and stimuli to use language for effect.</p>	<p>Help your child revise for their weekly spelling tests throughout the year to aid spelling.</p> <p>Use any opportunity you can to help your child experiment with their writing, offering praise for effort.</p>
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How Are Students Assessed?

When we are looking at someone else's writing:

Understand, retrieve and organise information from other writers' work. AO1 (LANG)

Analyse the language and the structure of a piece of writing, using subject terminology to do so. AO2 (LANG), AO2 (LIT)

Personally respond and react to a writer's ideas and their craft. AO3 (LANG), AO1 (LIT)

Present a thorough and developing argument, embedding and exploring evidence along the way. AO4 (LANG)

Understand and present ideas about how context can shape and be reflected in a piece of writing. AO3 (LIT)

When we are producing our own writing:

Write clearly, imaginatively and effectively, following a plan. AO5 (LANG)

Craft word choices and language devices carefully to achieve highly specific goals. AO5 (LANG)

Structure work thoughtfully and carefully for clarity and effect. AO5 (LANG)

Write confidently and accurately, using an ambitious vocabulary, a range of sentence structures, and a full range of punctuation marks. AO6 (LANG), AO4 (LIT)